LOCAL EDUCATION AGENCY
STRATEGIC LONG RANGE TECHNOLOGY PLAN

PLAN TERM: Begins: **July 1, 2008** Ends: **June 30, 2011**

The Applicant Agency*

Arizona State Schools for the Deaf and Blind

Developing a comprehensive technology plan, based on the educational goals of the school system, will ensure that the most appropriate technologies are effectively infused in your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School Districts, Consortia or Charter Schools (LEAs) who apply for technology funding through any Federal grant program, are required to have developed a comprehensive, three-year to five-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

X____ is compliant with the provisions of the Children's Internet Protection Act (CIPA).

_____ will be CIPA compliant by this date. _____

_____ has applied for E-Rate Funding for FY 200_.

The LEA's comprehensive technology plan must be approved by the local governing board(s). (The plan must be approved by the local governing board before funds will be released.)

Date the plan was approved: _____June 9, 2008

OR

Date the plan is to be submitted for board approval: _____

Certified by:

_____

Signature of Authorized School System Agent (signed in blue ink) Date of Signature

_____

Printed Name and Title

Mail completed plan to: Arizona Department of Education, Technology Plans BIN 8, 1535 W. Jefferson, Phoenix, AZ 85007

LEA Profile

LEA Profile	
LEA NAME: Arizona State Schools for the Deaf and the Blind	
CTDS: **ASD:** 00-12-02-101 / **ASB**: 00-12-02-011 / **DVR**: 00-12-02-023 / **EHR**: 00-12-02-024 / **NCR**: 00-12-02-020 / **PDSD**: 00-12-02-040 / **SER**: 00-12-02-021 / **SWR**: 00-12-02-022	
NUMBER OF SCHOOLS IN LEA	3 site-based schools 5 regional cooperatives
NUMBER OF TEACHERS	**ASB** 25 **ASD** 36 **DVR** 39 **EHR** 7 **NCR** 41 **PDSD** 58 **SER** 39 **SWR** 10
NUMBER OF STUDENTS ENROLLED	**ASB**: 96 **ASD**: 182 **DVR Coop**: 139 preschool + 242 school age + 173 birth to 3 **EHR Coop**: 130 + 14 birth to 3 **NCR Coop**: 364 + 30 birth to 3 **PDSD**: 284 **SER Coop**: 393 + 64 birth to 3 **SWR Coop**: 147 + 5 birth to 3
PERCENT OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	**PDSD:** 161 free / 32 reduced **ASD/ASB:** 135 free / 27 reduced
TITLE I POVERTY LEVEL	**PDSD:** 67% **ASD/ASB**: 57%
TEACHER / STUDENT RATIO	**ASB** 1:4 **ASD** 1:5 **DVR Coop**: 1:14 **EHR Coop**: 1: 20 **NCR Coop**: 1:10 **PDSD**: 1:5 **SER Coop**: 1: 11 **SWR Coop:** 1:15
STUDENT / COMPUTER RATIO	**PDSD** – 2:1 **ASD/ASB** – 2:1
NUMBER OF SCHOOLS IDENTIFIED AS EXCELLING	N/A
NUMBER OF SCHOOLS IDENTIFIED AS HIGHLY PERFORMING	N/A
NUMBER OF SCHOOLS IDENTIFIED AS PERFORMING AND PERFORMING PLUS	N/A
NUMBER OF SCHOOLS IDENTIFIED AS UNDERPERFORMING	N/A
BASED ON CENSUS TRACT INFORMATION, IS YOUR ENTITY RURAL OR URBAN	Urban / Rural (We serve students across the State of Arizona.)

District Technology Coordinator/Contact

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VISION AND MISSION STATEMENTS

Vision Statement

The Arizona State Schools for the Deaf and Blind will provide students and staff a technology-rich environment that emphasizes equal access to information for individuals with sensory impairments so that they may participate in the general curriculum and continuous life-long learning.

Mission Statement

ASDB will provide access to technology for all students to accommodate their learning. Staff members will be trained to lead and support the students' educational needs in all curricular areas. ASDB students will use technology as a tool to meet educational objectives and standards. All students will integrate technology into their everyday lives as a means of achieving literacy, communication and recreation. Technology will be integrated into the curriculum, and assistive technologies will provide equal access to those not able to access technology through traditional means.

TECHNOLOGY COMMITTEE

The Technology Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

LEA Technology Committee		
Member	**Title**	**Constituency Represented**
Samuel Ace	Supervising Teacher	Tucson Campus, Educational, Assistive Technology – teachers, staff, parents, students @ ASD, ASB
Lori Elliott	Supervising Teacher, Library/Media Specialist III	Phoenix Campus, Phoenix Day School for the Deaf – teachers, staff, parents, students @ PDSD
Harold Hoff	Superintendent	ASDB Agency
Robert Hill	Assistant Superintendent	ASDB Agency
Linda Gonzalez	Staff Development Specialist	ASDB Agency
Mark Carroll	Assistant Direct, Finance	ASDB Agency
Bea VanMantgem	Director, Desert Valley Regional Cooperative	Desert Valley Regional Cooperative
Wemme Walls	Director, Southwest Regional Cooperative	Southwest Regional Cooperative
Jane Krahe	Director, North Central and Eastern Highlands Cooperatives	North Central and Eastern Highlands Cooperatives

Doris Woltman	Assistant Director, Southeastern Regional Cooperative	Southeastern Regional Cooperative
Bradley Knudson	Principal, PDSD	PDSD - teachers, staff, parents, students
Dorinda Rife	Principal, ASB	ASB - teachers, staff, parents, students
Sue Hunter	Principal, ASD	ASD - teachers, staff, parents, students
Tammy Kelly-Meixner	Fiscal Services Specialist III	ASDB Agency
Lisa Jackson	Accountability Specialist	ASDB Agency
Ray Mosely	Information Technologies	ASDB Agency

Long-term role of the Committee:

ASDB is a state-wide agency comprised of three site-based schools and five regional cooperatives. The site-based schools are Arizona School for the Blind ("ASB") and Arizona School for the Deaf ("ASD") on the Tucson campus, and Phoenix Day School for the Deaf ("PDSD") on the Phoenix campus. ASDB provides preschool services throughout the State of Arizona at site-based preschools and in each of ASDB's Regional Cooperative programs. ASDB's site-based preschool programs are the Center for Hearing Impaired Children (CHIC) in Phoenix, Tucson and Yuma. Visually Impaired Preschoolers have a cooperative program in Phoenix with the Foundation for Blind Children.

Technology teachers and Media department staff provide students in both ASD and ASB on the Tucson campus with technology training, job readiness, preparation and placement, as well as other transitional/vocational training. Tucson technology teachers also train Tucson campus teachers, as well as some teachers from the regional cooperatives, in the use of educational and assistive technologies related to curriculum The PDSD technology staff does the same tasks for the Phoenix campus. Students at PDSD can attend Metro Tech and East Valley Institute of Technology during their junior and senior years for vocational training in various programs.

The five regional cooperatives serve students with sensory impairments in public schools throughout the state. Their territory covers Yuma to the west, Flagstaff to the north, Sierra Vista to the south, and all areas in between. Members of the Technology Plan committee are from Tucson, Phoenix, as well as the regional programs. Members are expected to offer feedback, monitor progress on assigned goals and evaluate progress. The committee will be responsible for oversight, implementation and evaluation of the plan. The committee will continue to refine the goals based on available funding.

The committee will meet twice a year to review implementation and progress, and to make changes in the plan if necessary.

NEEDS ASSESSMENT

In this section you are to assess your LEA's current technology status in four categories: curriculum integration, professional development, equitable use of technology, and infrastructure and telecommunications services. Use the questions listed beneath each category to guide the assessment.

1. Describe student and programmatic needs that the agency plans to address through educational technology.

a. Curriculum Integration

At the site-based schools, students have access to technology in their classrooms and computer labs. Computer instruction is taught by a specialized technology teacher, either in a computer class, or with a technology teacher who teams with the regular classroom teacher. Not all students have technology classes on a regular basis. Technology instruction and integration also both take place in regular classrooms. Assistive technologies (such as the use of Braille Notetakers and interactive whiteboards), multimedia materials, and use of the internet are incorporated into teaching strategies at ASB, ASD, and PDSD, as well as in the regional cooperatives. Students with multiple disabilities also have access to communication boards, alternative keyboards and adaptive software. In the School for the Blind (ASB), as well as in the coops, teachers download textbooks and other reading / course

materials directly into students' Braille notetakers or laptops. Students access the materials through the use of refreshable Braille displays, magnification software and/ or screen readers. Totally blind students are using other technologies, such as GPS systems for Orientation and Mobility, as add-ons to their Braille notetakers.

All classrooms in the School for the Blind on the Tucson Campus have one or more fully accessible PCs with screen-reading and screen magnification software. There are also fully accessible computer labs in the Elementary School, Middle School and High School, as well as an accessible 10-laptop cart in the library. All HS and MS students who have been assessed with a need, receive Braille notetakers to use for their classes. All notetakers have wireless capability, a Braille keyboard with a 32-cell Braille display and built-in Oxford dictionaries. Some also have GPS capabilities. Other technologies in classrooms and labs include Braille embossers (including a Tiger embosser), Pictures-in-a-Flash, interactive whiteboards, descriptive audio, Braille translation software, talking dictionaries, talking calculators, graphics tablets and scanning software with built-in readers, Intellikeys and communication boards.

Assistive technologies used at ASD and PDSD include interactive whiteboards, FM systems, interactive video labs for teaching ASL and English, document cameras, captioned and streaming media, visual learning software such as *Inspiration Kidspiration*, and Visual Thesaurus software.

The School for the Blind, Tucson Campus (ASB) integrates assistive technologies into all curricula. ASDB teachers have focused instruction on the state academic standards and have a good understanding of the standards and how to develop them into lesson plans. The Arizona State Standards in the area of technology are available to all teachers. A standards-based technology checklist to assess skill development has been implemented in technology classes at PDSD, ASD and ASB. An assistive technology assessment has been piloted across the agency for visually impaired students. Assistive technology integration is stressed for all blind and visually impaired students throughout the agency.

The amount of time focused on technology is often dependent on the technical skill of the classroom instructors and the support that the teachers receive for curriculum integration. Because of the technical skill required for complex assistive technologies, there is a great variety in how those technologies are used in the classroom. Also because of the expense of the equipment, teachers often do not have their own technology (separate from student-used equipment) to practice on and learn. Often only one or two applications are used in the classroom, and the depth of a particular piece of equipment is not taken advantage of. More training can improve this situation, however the establishment of users' groups, and peer mentoring programs can also add to the general knowledge base of the teaching staff.

The library on the Tucson Campus serves as a Digital Talking Book repository for the National Library Service for the Blind and Physically Handicapped (NLS), a division of the Library of Congress. The library currently maintains a large inventory of books on tape, as well as the tape players used to play them. Students are able to sign up with NLS for no cost to receive books both at school and at home. The ASDB library is involved with the transition by NLS from tape to digital books. Starting in 2008, NLS will begin distributing books in digital form on flash memory media. They will also be distributing digital book readers to accommodate the new format. The agency will be involved with training teachers and students to use the new technology as it becomes available.

Students with a documented visual impairment can also access books in electronic form through the NLS Web-Braille website and other web-based book sites such as *Bookshare.org*. Students regularly download books in electronic form directly to Braille notetakers. They are able to read directly on the notetakers in refreshable Braille, or emboss the material to hard copy. Students can also listen to many of these books via Daisy book-player hardware or software.

The libraries on both campuses have their card catalogue available electronically through Library World, Inc. catalog. The library on the Tucson Campus has put the catalogue online to make it accessible through the Agency website. PDSD has yet to do this because of a lack of funding.

Videophone stations have been placed throughout the Tucson and Phoenix campuses, as well as in the regional cooperative offices to enhance administrative, educational and distance learning opportunities. The agency is currently using Hands On Video Relay Services, Inc. "HOVRS provides a new communication tool that allows the Deaf and Hard-of-Hearing community to communicate effectively and naturally with the hearing world through American Sign Language (ASL). HOVRS uses the Internet to provide an audio/video link to a qualified, certified Video Interpreter (VI) who interprets between the visual language of ASL and the auditory language of a hearing person." We would like to expand our videophone services to offer our deaf staff communication services comparable to their hearing pears. Because of a lack of network drops and switches in classrooms in Tucson and Phoenix, the systems have not been deployed as widely as would be optimal for classroom use. Over the next 3 years, ASDB will be increasing access to this technology across the state.

Despite the technological advances we have accomplished in both educational and assistive technologies, the Agency does not have dedicated funding for replacement and repair of computers. Through specialized funding, the classroom computers on the Tucson campus have been replaced over the last two years, However 100% of the computers at PDSD and 80% of the administrative computers on the Tucson campus are over five years old.

This has caused infrastructure problems that have resulted in sometimes significant instructional downtime. The current PDSD instructional server is over-taxed and over 6 years old. There is limited storage space on the server. PDSD also currently has one technology teacher for 284 students. The Tucson campus has three – one teacher who specifically teaches assistive technology for the Visually Impaired, a teacher who works exclusively for the School for the Deaf, and another teacher who serves both ASD and ASB.

PDSD has begun to use Accelerated Math (along with Accelerated Reader) during the 2007-2008 school years. Additional training and support is needed for this program. PDSD continues to use Accelerated Reading and training new staff and students on this program each school year.

The Tucson campus also uses Accelerated Reader on an increasing basis.

Both PDSD and the Tucson campus are in the process of outfitting every classroom with interactive whiteboard technologies. Approximately 90% of the classrooms on the Phoenix campus, and 40% of the classrooms on the Tucson campus will have these technologies by the beginning of the 2008-09 school year. Visual learning for deaf students has been exponentially increased through the use of interactive whiteboards. The technology has been very useful for low-vision students as well. Our goal again, would be to acquire the necessary funding to outfit all classrooms with an interactive whiteboard.

At PDSD, the addition of a wireless cart of 20 laptops for checkout to be used in the classrooms has been very helpful to the classroom teachers. At times during computer based testing such as MAP testing these computers are needed for the month of testing and not available to teachers. PDSD also purchased 24 additional laptops and they have all been placed in classrooms that are using Accelerated Reading.

Besides the wireless cart of 10 laptops in the library, a wireless cart of 10 laptops is also being used by the School for the Deaf HS. The cart travels between classrooms on a rotating basis.

Interactive video and other multimedia teaching methods have been used to teach reading, English and ASL to deaf students. Our teachers have created some extraordinary materials and lab-based activities to increase fluency, vocabulary and reading skills in our students. In the future, we would like to increase funding, peer mentoring and material sharing in this area so all teachers to have equal access to these promising technologies.

We would also like to explore the concept of one-to-one wireless computing for our students. ASB on the Tucson campus has a version of this – every academic MS and HS blind student is issued a Braille notetaker to access their classes. As a result, Braille fluency and literacy have improved, as well as test scores. We would expect a similar effect in the Schools for the Deaf – both in Tucson and Phoenix, as well as for low-vision (non-Braille) students in the School for the Blind.

All campus students (and some in the regional cooperatives – depending on the school district) participate in NWEA Measures of Academic Progress testing – an on-line assessment – twice a year. Blind and visually impaired student access the tests through screen magnification software and refreshable Braille. All students also take the AIMS and/or Terra Nova tests. Technical accommodations (such as Braille or large print) are provided. In some cases, students are able to Braille the writing portions of the AIMS test using their Braille notetakers.

Over the next three years, we will seek to improve keyboarding skills for all students at an earlier age. We would also like to explore the use of interactive websites where teachers can keep class wiki spaces – for both students and parents.

We would also like to re-write our technology elective curriculum and to extend our offerings through the new Joint Technological Educational District (JTED) consortium, in order to offer students 21st century job skills.

Teachers in the regional cooperatives serve students with visual and hearing impairments in their home schools. Students follow the curriculum at the District. However ASDB teachers support student success. They are responsible for implementing assistive technologies to bridge student access to the mainstream. Those assistive technologies run the full gamut from communication boards to alternative keyboards to Braille notetakers and Braille translation software and hardware. The cooperatives face a major need for training in assistive technologies, assessments and integrating assistive technologies into the mainstream curriculum, as well as the tools to interface with a specific district's technology assets.

Over the course of the new Educational Technology plan, we will also refine and extend our assessment procedures in order to more efficiently reach more students in the regional cooperatives.

We will also work to bridge the technologies used by students in secondary school to the technologies they will use in their future lives in the community, jobs and college.

b. Professional Development

Technology training for teachers is done throughout the school year. ASDB teachers take advantage of the Integrated Data to Enhance Arizona's Learning website (IDEAL) The coursework is available for CEU's or grad school credit through ASU, NAU and U of A campuses. There is coursework available in all education areas, as well as professional development on the IDEAL website. A variety of other trainings are available at ASDB to

address specific population needs and assistive technology. These training courses available to our teachers are taught with curriculum integration in mind and not taught as a separate computer software programs.

SmartBoard training has been provided to teachers either at the vendor's location or at the school sites. As PDSD completes their new Middle School and High School building each classroom will have SmartBoards and additional training will be provided during the 2008-2009 school year.

ASDB is also providing training to all teachers on the Essential Elements of Instruction. The use of technology is also emphasized in this staff development. As teachers complete their training in Structured English Immersion they are using the technology in their classrooms to develop lessons.

A pilot project called Center for ASL/English Bilingual Education and Research (CAEBER) began during the summer of 2006 with teachers from ASD and PDSD participating. This program has a strong component that instructs teachers on how to use technology in their language instruction. Teachers in this program were the first to receive SmartBoards in their classrooms.

As the use of multi-media tools (such as the use of digital video to teach ASL) grows for classroom teaching strategies, more training in digital media consolidation is necessary.

Ongoing assistive technology training is provided to teachers by agency staff as well as product experts and companies Training and awareness-building sessions about their children's assistive technologies will be provided to parents on a regular basis. For the last three years, at least two intensive 18-24 hour assistive technology trainings (per year) have been offered to any staff member (campus and regional cooperatives) who wanted to participate. These trainings have taken place on the Tucson campus, and teachers have been either released from general duties to participate, or received training stipends from 301 monies. We would like however, to increase training opportunities further, especially in the areas of assistive technologies and interactive whiteboard integration.

We have also provided ongoing training for e-IEP and PowerSchool and will be training on the new web-based gradebook (PowerTeacher) for use in the 2008-09 School Year.

In the future, the Agency needs to expand its website to include more technology resources and tutorials for teachers.

Agency technology staff, teachers and administrators have had the honor to participate in state and national technology conferences such as Microcomputers in Education Conference ("MEC"), Vision Rehabilitation and Technology Conference ("VRATE"), Closing the Gap, California State University Northridge ("CSUN") International Technology and Persons with Disabilities Conference, Council of Schools for the Blind Assistive Technology Forum, Getting in Touch with Literacy Conference and AZ K-12 Center's Leadership Institutes for Technology. Educational Technology staff have presented at "Instructional Technology and Education of the Deaf: Supporting Learners, K- College: An International Symposium" at Rochester Institute of Technology

PDSD has provided staff web based trainings on Accelerated Math during the 2007-2008 school year. Additional trainings are needed in this area for all teachers to fully implement this program.

Again, the Agency needs to increase training in basic educational technologies, as well as in assistive technologies, and methods by which those technologies infuse into the curriculum. In order to spread knowledge with limited resources, we would like to revive a program to encourage Educational Technology Mentors in the regions and the campus programs.

c. Equitable Use of Technology

Educationally relevant and accessible technologies are available in every classroom and computer lab on our campuses. ZoomText screen magnification software and JAWS screen reading software are available in all ASB classrooms and labs. Training on these programs takes place in computer labs, classrooms and technology classes. Academic students in ASB have access to Braille notetakers with refreshable Braille displays. 43 Braille notetakers with refreshable Braille displays have been distributed to blind students at ASB. Literacy, reading speeds, and pass rates on the AIMS reading and writing tests have been directly impacted by the use of assistive technologies. The notetakers provide our students with full access to the general curriculum as well as to the Internet and email. Students can download literature, textbooks and homework on their notetakers. Students also take notes and produce papers and other schoolwork on the machines. These assistive devices are available to all students throughout the state; however access to equipment sometimes depends on district funding and the individual student's IEP.

ASB and the VI pre-school make extensive use of Mountbatten Electronic Braillers, again in an effort to increase Braille literacy.

We also make use of *IntelliKeys* alternative keyboards, *AlphaSmart*s and *Boardmaker* software to increase computer access to students with multiple disabilities.

Rand McNally Map software on web and *Learning A-Z* on the web will be purchased for classrooms at PDSD for next year.

When needed, alternative computer access is provided to students and staff. New software and web-based educational materials are reviewed and monitored for accessibility.

PDSD has purchased an annual subscription to Ed Helper for all the classroom teachers to use with their students.

PDSD students will move into a new Middle School, High School and Library Media Center for the fall of 2008. This facility was designed specifically for the deaf. There are special lighting and sound systems designed for the deaf in this building. All classrooms are set up with technology in mind. Each room will have a 77" SmartBoard with video projector with built-in closed captioning. The teacher desk is designed to hold the computer and all the wiring for the room. The classroom will also have a flat panel TV that will be use for the clock/announcements and emergency system. The room will have speakers for the hard of hearing students. The teacher will have white boards on each side of their SmartBoard for instruction. The building will have a wireless system throughout. The Library/Media Center will have a new location for computers for research. The wireless cart of computers will be available to students and teachers from the library.

Educational and assistive technology needs are carefully monitored by educational technology staff trained to work with students with hearing and visual impairments. Staff works to ensure all existing and new program needs are fully accessible to students and staff. Age of the technology must be taken into consideration when upgrading software or hardware. The IT department ensures existing technology continues to work effectively until funds are available for replacement.

In the regions, the use of technology by students is driven by the IEP and their individual needs. The intention is to access the general education curriculum and ranges from simple to complex devices and software. It is the responsibility of the Agency to provide the assistive technology to students that we claim for voucher purposes. For those students who are not claimed, but for whom we provide services, we provide specific assistive tech software or hardware peripherals for the needs, but the district is responsible for providing the basic hardware. Assistive technology needs to be available to our students when they leave the schools for homework.

Some districts have no wireless or infrared capabilities, limited number of data ports to plug into, remote access or no access to printers, limited or no access to scanners, lack of secure storage space for recharging and storing equipment, and lack of ergonomic furniture to accommodate student size. The above are ongoing challenges faced by many itinerant and site based teachers. However, the biggest challenge some teachers face is an ongoing struggle between the use of Assistive Technologies and the IT departments in the districts. IT departments often strive to create one-size-fits-all policies to protect the integrity of their local area network. These policies are frequently incompatible with the ongoing needs of teachers and students to change accessibility options and download and install software updates. Bridges need to be built between districts and itinerant staff in order to provide for the technology needs of our students.

All staff members have access to laptops and network in Itinerant programs. The preschool and outreach staff members have access to either laptops or desktops. Itinerant and preschool members sometimes have issues with compatibility with District networks.

The videophone systems set up on the campuses and in some regional cooperative offices, allow students to communicate with families and teachers over long distances.

Over the term of the current technology plan, assistive and educational technology assessment tools will be extended to more students to provide a continuous, comprehensive and ongoing assessment of all students.

IT support is always an issue when dealing with so many assistive and educational technologies spread across the entire state and interfacing with so many district systems. Planning, funding and efficiency can all be improved in this area.

We also have the need for an improved email system for students so they can more effectively and safely communicate with their parents, and peers.

The Tucson and Phoenix campuses will strive to incorporate interactive whiteboard technologies into every classroom. They will also investigate the equal application of MP3, Daisy, podcasting and video technologies in order to increase Braille literacy and language acquisition.

The following matrix may be used to determine the extent technology is available to students and staff:

	Few, if any have access	Access primarily in teacher work areas, offices, libraries, or computer labs	User has access to computer for individual use in classroom or office
Administrators			X
Teachers (academic)			X
Teachers (vocational)			X
Teachers (exceptional education)			X
Teachers (electives)			X
Students		X	
Students with disabilities		X	
Non-certified staff		X	

d. Describe the Infrastructure and Telecommunication needs.

ASDB is comprised of three schools, the Phoenix Day School for the Deaf (PDSD) and the School for the Deaf (ASD) and the School for the Blind (ASB) on the main campus in Tucson. There are also five regional cooperative programs associated with ASDB throughout the state.

Northern Arizona:
North Central Regional Cooperative serves Mohave, Coconino and Yavapai counties.
Easter Highlands Regional Cooperative serves Navajo and Apache counties.

Central Arizona:
Desert Valleys Regional Cooperative serves Maricopa County.

Southern Arizona:
Southwest Regional Cooperative serves Yuma and La Paz counties.
Southeast Regional Cooperative serves Pima, Pinal, Cochise, Graham and Greelee counties.

PDSD's current infrastructure hardware is comprised of a mix of Cisco and BayStack switching devices. To provide a consistent and efficient means of data transport, we will replace BayStack devices with Cisco devices. This would achieve a Gigabit bandwidth between buildings on the Phoenix Campus, and establish hardware and OS uniformity between the two campuses. Maximum bandwidth for end devices, both at the Phoenix Campus and the Tucson Campus is 100 Mb at this time.

PDSD will complete the construction of the new Administration, High School, Middle School and Library Media Center for the fall of 2008. VOIP phone system will be installed in the new building while the remaining part of campus will be continue with the 11 year old PBX system. Plans need to be made to upgrade the remaining part of the campus to align with the new building. The design of the new phone system needs to take into consideration the needs of deaf and hard of hearing staff and students.

PDSD website as of fall 2007 was moved to the ASDB server.

With funding as a contingency, ASDB will put into place a wireless Virtual Local Area Network on the two site-based campuses to accommodate the Education and Instruction components of the Agency; allowing for more accessibility for Educational Technology staff, as well as students, teachers, and other instructional staff.

In order to allow for video networking, ASDB would need to substantially increase its bandwidth. The Tucson and Phoenix Campuses are each currently served by a single T1 connection to cover the needs of both

Administration and Instruction. Additional bandwidth (and the funding for), ASDB will be added in FY09 to facilitate the use of video networking.

The regional offices presently have DSL connections for data.

In the past, E-Rate has been utilized to augment funding in the areas of infrastructure hardware, servers, and telecommunications. We will continue to explore how E-Rate can benefit the Agency now and in the future.

e. Describe the administrative needs that the agency plans to address through technology.

ASDB's Three-Year Information Technology Plan submitted to GITA includes the areas covered in part "d", as well as the creation and implementation of an Agency Intranet. As Federal and State mandates for information increases, ASDB is met with a need to consolidate and organize data that was previously and is presently contained in various locations and formats. This project will entail the consolidation and migration of data from various applications to a SQL Server; the coding and implementation of interfaces to access the data; and a "one-stop" front-end that would redirect users to the appropriate interface. Funding sources need to be identified to replace and maintain administrative hardware and software, the majority of which is over six years old.

We are migrating to PowerSchool, in combination with Agency-specific databases, as the central School Management system for the Agency.

PDSD utilizes a video announcement system and with our text and cell phone calls for emergencies. The Tucson campus uses a VOIP phone system with text and light alerts. We also send email alerts for emergencies. Both campuses use security cameras situated on their grounds and new digital video systems on buses. Parents have access to PowerSchool. The website contains resources in ASL for parents, Shared Reading Project Stories, as well as resources for educational and assistive technologies.

The campus-based programs and the regions used cell phones to communicate across distances and as a communication and texting device for deaf staff. More oversight of cell phone use is needed in order to consolidate services and to develop a more efficient and budget-conscious system.

Bandwidth on the three campuses must be increased to meet with ever increasing video, audio and data-rich educational needs.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The goals listed below are the State Goals as identified in the State Technology Plan. The LEA technology plan should be aligned to the State Plan. The LEA may include any additional goals that apply to their technology plan.

1. **Goal:** Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum.

District Objectives for Goal 1:

1. For ASB, ASD and PDSD, the agency will focus the expenditure of funds for instructional, interactive and collaborative technology to support student achievement in Reading, Writing, Mathematics, Reading, Writing, Math, Health, Social Studies, Fine Arts and Science.
2. For the School for the Blind, Tucson Campus (ASB) and students with visual impairments in the regional cooperatives, the agency will focus the expenditure of funds on assistive technologies to support student achievement in Reading, Writing, Math, Health, Social Studies and Science.
3. Continue use of Described and Captioned Media Program streaming media, DVDs and videotapes to enhance curriculum.
4. From 2008 - 11, NLS and ASB will phase in Digital Talking Books and Book Readers.
5. Students will increase access to books through NLS Web-Braille service, Bookshare.org, as well as other digital book sites.

6. Utilize the NIMAC central repository of NIMAS texts to provide accessible texts for students who need them throughout the agency.
7. Develop curriculum for technology electives to be offered on Tucson campus to enhance learning for students with sensory impairments
8. Videophone services will be increased to incorporate more classrooms and locations throughout the Tucson and Phoenix campuses.
9. Visual learning strategies will be further explored through the use of multi-media tools to increase language acquisition and reading skills.
10. A working group will be established to investigate one-to-one computing initiatives for both campuses.
11. Explore the possibility of an FTE for an additional Technology Teacher at PDSD.

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1) For ASB, ASD and PDSD, the agency will focus the expenditure of funds for instructional, interactive, and collaborative technology to support student achievement in Reading, Writing, Mathematics, Reading, Writing, Health, Social Studies, Fine Arts and Science.	Using Educational Technology and Critical Needs funds, the agency will: 1.1) Upgrade lab and classroom computers to accommodate current multi-media and web-based software and hardware.	1.1) On the campuses, Technology coordinators Meet with teachers on at least twice a year to make sure technology integration needs are being met. In the regions, needs are assessed and followed up on for the IEP	1.1) 100% each School Year.
	1.2) PDSD will purchase computers for the two new computer labs.	1.2) Work with administration to identify funding sources	1.2) 100% complete by 2011.
	1.3) Expand use of *Interactive Whiteboard* technology to provide dynamic classroom presentations.	1.3) 90% of classes on the campuses will have interactive whiteboards by 2011.	1.3) 30% / 2009 30% / 2010 30% / /2011
	1.4) Double the number of *AlphaSmarts* to provide alternative access to keyboards and to build keyboarding skills	1.4) % of units	1.4) 30% / 2009 30% / 2010 30% / /2011
	1.5) Purchase additional scanners for Accelerated Math at PDSD.	1.5) % of units	1.5) 30% / 2009 30% / 2010 30% / /2011
	1.6) Purchase keyboarding software for classroom computers and comparable software for labs	1.6) % of classrooms and labs	1.6) 30% / 2009 30% / 2010 30% / /2011
	1.7) Purchase additional	1.7) % of classrooms	1.7) 30% / 2009

	document cameras for ASD and PDSD classrooms and labs		30% / 2010 30% / /2011
2) For the School for the Blind, Tucson Campus (ASB) and students with visual impairments in the regional cooperatives, the agency will focus the expenditure of funds on assistive technologies to support student achievement in Reading, Writing, Mathematics, Health, Social Studies and Science.	2.1) Purchase and update assistive technologies such as Braille Notetakers, electronic Braillers, scanning software, embossers, printers, screenreaders, mobile and GPS equipment for orientation and mobility, magnification software, Braille translation software to enhance student access to the general curriculum. 2.2) Purchase warranties and software maintenance agreements on assistive equipment.	2.1) As part of Critical Needs Funding, ASB will need to upgrade/transplant the 5-year-old BrailleNote classics to mPowers, as the Classics will no longer be supported. ASB will upgrade their BrailleNote software to the current versions. Other Assistive Technology will be purchased in order to access the general curriculum 2.2) ASB will purchase warranties as a yearly fixed cost to cover assistive hardware. .	I 2.1 100% of Critical Needs Funds spent on targeted assistive technologies each School Year 2.2) 100% each School Year.
3) Continue use of Described and Captioned Media Program streaming media, DVDs and videotapes to enhance curriculum.	3.1) A streaming server will be installed on the Tucson Campus to provide video and audio streaming to all classrooms. 3.2) PDSD will purchase and install video cards in Windows computer and connect other computers to video projectors in all classrooms. 3.3) PDSD and Tucson campus will be increasing bandwidth to accommodate streaming media	3) Through a series of in-services, expose teachers to the Described and Captioned Media Program catalog, as well as other multi-media resources to be used in classrooms.	3) 100% of teachers on the Tucson campus and at PDSD will be able to view streaming video and audio on Smartboards and computer monitors by May, 2009.
4) From 2008 - 11, NLS and ASB will begin to phase in Digital Talking Books and Book Readers.	4) The Talking Book program will be transitioning to digital format starting in Fall, 2008	4) All students with visual impairments and teachers will be trained in the use of the new media and players as the equipment is phased in.	4) 100% of teachers and students will be familiar with the new Digital Talking Books by May, 2010.
5)Students will increase access to books through NLS Web-Braille service, Bookshare.org, as well as other digital book sites.	5) Expand access to Braille electronic books through increased student subscriptions to NLS and bookshare.org	5) All students with visual impairments - and teachers - will utilize NLS and Bookshare.org	5) 100% of students and teachers by May, 2010.

6) Utilize the NIMAC central repository of NIMAS materials to provide accessible texts for students who need them throughout the agency.	6) As the NIMAC central repository becomes established, the Agency will work with ADE to utilize the service.	6) Form a committee from ASB and each regional cooperative to oversee the process.	6a) Committee formed by November, 2008 – 100% 6b) Committee will convene at least twice yearly to oversee NIMAC use throughout the agency
7)Develop curriculum for technology electives to be offered on Tucson campus to enhance learning for students with sensory impairments	7.1) Develop curriculum for courses in graphic design, web design, audio and TV/Video production 7.2) Equipment and software will be purchased to support the developed curriculum 7.3) Develop continuity for Tucson technology electives with new JTED	7.1) A plan and related curriculum will be developed for elective offerings at ASB, ASD and PDSD. 7.2) Funds will be identified to support the developed curriculum 7.3) Meet with JTED administration to explore opportunities for ASDB students	7.1) 100% by January 2010 7.2) 100% purchased by January 2011. 7.3) 100% by January 2010
8) Videophone Services will be increased to incorporate more classrooms and locations throughout the Tucson and Phoenix campuses.	8) Teachers and students will be able to communicate with hearing peers across significant distances through the use of videophone. Communication to enhance teaching and learning will be possible between the campus-based programs and the regions, as well as with school districts across the country	8) Increase the number of deaf classrooms on the Tucson and Phoenix campuses with videophone services installed.	8) 80% by May, 2011
9) Visual learning strategies will be further explored through the use of multi-media tools to increase language acquisition and reading skills.	9) Create multi-media content (through the use of DVD's, iPods, podcasts, streaming media, etc…) of books and stories and other curricular material, to increase language acquisition and reading skills.	9) Media departments at PDSD and the Tucson campus will team with teachers and library staff to create materials.	9) At least 20% more materials produced each year compared to the preceding year.
10) A working group of teachers and supervisors will be established to investigate one-to-one computing and/or mobile laptop cart initiatives for both campuses.	10) Group will look at current research to determine if one-to-one computing would benefit programs on both campuses	10) Group will produce a report with recommenda-tions to the Board and the Administration.	10.1) Group will produce a report by May, 2009. 10.2) If report recommends a program, it will be implemented by July, 2010.

11) Explore the possibility of an FTE for an additional Technology Teacher at PDSD	11) PDSD has one technology teacher for 284 students	11) PDSD staff will work with Assistant Superintendent to devise strategies for an additional Technology teacher	11) Meetings will take place during Fall, 2008 and a plan will be devised by May, 2009.

2. **Goal:** Ensure that quality teachers, staff, and administrators are involved in Arizona educational institutions and that they are proficient in the use and integration of technology through professional development activities.

District Objectives for Goal 2:

1. Build awareness of IDEAL (Integrated Data to Enhance Arizona's Learning) website and course offerings to all Agency teachers
2. Training in specialized equipment and assistive technologies to provide teachers with strategies to access the curriculum
3. Provide training in PowerSchool, PowerSchool Teacher and other data-to-the-desktop applications for teachers and administrators
4. Provide on-going training on the electronic IEP (e-*IEP*).
5. Provide on-going training and technical support on the administration of the Measures of Academic Progress (*MAP)* and use of obtained data
6. Trainings on equipment used to integrate technology into the curriculum will be implemented at PDSD, ASB and ASD
7. Develop User's Groups for Interactive Whiteboards and Braille Technologies
8. Initiate Technology Mentoring program on Tucson and Phoenix campuses
9. Train all VI teachers in ASB and all VI teachers in Regional Cooperatives to use the Assistive Technology Assessment tool
10. Teachers will be given staff development time to visit classrooms where they can directly observe assistive and educational technologies integrated into lessons

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1) Build awareness of IDEAL (Integrated Data to Enhance Arizona's Learning) website and course offerings to all Agency staff	1.1) Teachers will be re-trained or trained on the use of IDEAL. 1.2) A brochure will be disseminated advertising the offerings of IDEAL	1.1) Brochure will be produced. 1.2) Teachers will be offered training on IDEAL each calendar year.	1.1) Brochure will be distributed by November 2008, 2009, and 2010. 1.2) 100% of teachers will be trained in IDEAL. Trainings will be offered at least once per school year
2) Training will be given in the use of specialized equipment and assistive technologies to provide teachers with strategies to access the curriculum	2) Teachers who use assistive technologies will participate in in-services designed to increase skills and abilities	2) Mandatory trainings will be developed for campus-based programs and regional cooperatives.	2) A minimum of two trainings per calendar year will be offered to 100% of teachers using assistive technologies in their classrooms
3) Provide training in PowerSchool, PowerSchool Teacher and other data-to-the-desktop applications for	3) Teachers and staff will be trained on all database tools including the new PowerSchool Teacher	3) Supervisors will be trained by vendors and ASDB staff. Supervisors will then train teachers.	3) 100% of teachers and administrators will be trained in the use of PowerSchool and

teachers and administrators	Gradebook and Low-Vision database.		Teacher by Oct. 1, 2008. Trainings will repeat for new teachers each school year
4) Provide on-going training on the electronic IEP (e-*IEP*).	4) Training will be provided on the revised e-IEP to all teachers and administrators at ASB, ASD and PDSD.	. 4) Supervisors will be trained by vendors and ASDB staff. Supervisors will then train teachers.	4) 100% of users of the e-IEP will be trained each school year
5) Provide on-going training and technical support on the administration of the Measures of Academic Progress (*MAP)* and use of obtained data	5) As a part of the District Assessment Plan, the *MAPS* test will be administered to all students at ASB, ASD and PDSD who take statewide AIMS DPA, TerraNova and High School AIMS.	5) Teachers and administrators will be trained to administer the test as well as to interpret data to enhance teaching and data disaggregation	5) 100% of teachers and administrators will be trained on the *MAP* by Oct. 1, 2008 Trainings will repeat for new teachers each school year
6) Trainings on equipment used to integrate technology into the curriculum will be implemented at PDSD, ASB and ASD	6) Teachers who use technology (Interactive Whiteboards, AlphaSmarts, Braille Technologies, document cameras, video technologies) to enhance teaching, will participate in in-services designed to increase skills and abilities	6) This opportunity will be provided to teachers pre-school through High School	6) Trainings on Inter-active Whiteboards, AlphaSmarts, Braille Technologies, document cameras, video technologies, will be offered yearly to all new staff and staff who use equipment - on both campuses
7) Develop Users' Groups for Interactive Whiteboards and Braille Technologies	7) Users' groups will facilitate the sharing of information about technology integration with curriculum,	7.1) Opportunities and meeting times will be provided to teachers to meet to share information 7.2) Space on the Agency Website will be reserved for teachers to store lesson plans and resources related to technology integration	7.1) Develop meeting times of Users' Groups with staff by November, 2008 7.2) Work with IT to provide space on the Agency website for lesson plans and resources related to technology integration
8) Initiate Technology Mentoring program on Tucson and Phoenix campuses	8) Campus-based experts in particular technologies will provide invaluable resources to teachers using identified technologies in their classrooms	8) Technology mentoring plan will be developed with Staff Development office	8.1) By November, 2008 a mentoring plan will be developed 8.2) Technology Mentoring Plan will commence in January, 2009.
9) Train all VI teachers in ASB and all VI teachers in Regional Cooperatives to use the Assistive Technology Assessment tool	9) All VI students will be assessed for assistive technology to provide access to the general curriculum	9) Assessment will be distributed to all VI teachers and trainings will be scheduled	9) At least one training on the VI assessment tool will be given yearly to VI teachers at ASB and

			the regional cooperatives
10) Teachers will be given staff development time to visit classrooms where they can directly observe assistive and educational technologies integrated into lessons	10) Given the opportunity to observe their peers, teachers can bring new ideas back to their classrooms to improve technology integration into the curriculum.	10) Classroom visit plan will be developed with Staff Development office	10.1) By November, 2008 a classroom visit plan will be developed 10.2) Classroom Visit Plan will commence in January, 2009.

3. **Goal:** Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

District Objectives for Goal 3:

1. Provide an efficient and effective physical infrastructure to promote and streamline agency communications, instructional capabilities, and business transactions.
2. Provide an Agency Intranet accommodating a common repository of all agency data in order to enable agency staff to manipulate data, query, and receive reports across the range of the agency's functions; using a single centralized access interface.
3. Provide an effective means of telecommunications for the agency's hearing impaired students and staff.
4. IT will annually survey both the ASDB educational and business communities to ascertain what the overall IT needs are, then work with educational and business staff as well as senior management to build a comprehensive support/needs plan in conjunction with available budget dollars.

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1) Provide an efficient and effective physical infrastructure to promote and streamline agency communications, instructional capabilities, and business transactions.	Upgrade existing infrastructure for Phoenix and Tucson campuses. Implement wireless VLAN for site-based campuses (Phoenix and Tucson) Funding contingent.	Replace BayStack switches and equipment with Cisco products, increasing building-to-building bandwidth to 1Gb. Create a wireless network for educational and instructional use; teachers and students.	100% replacement in FY 09 100% implementation in FY 09 funding contingent.
2) Provide an Agency IntraNet accommodating a common repository of all agency data in order to enable agency staff to manipulate data, query, and receive reports across the range of the agency's functions; using a single centralized access interface.	Compile, condense, and migrate data from differing sources to SQL Server. Code applications. Code main interface for agency applications. Implement IntraNet. Funding contingent.	Agency data available to agency staff via a centralized, universally accessible interface.	20% FY 09 70% FY 10 100% FY 11

3) Provide an effective means of telecommunications for the agency's hearing impaired students and staff.	Upgrade Videophone System on each campus.	Hearing Impaired students and staff will have an enhanced means of telecommunications.	100% FY 09
4) IT will annually survey both the ASDB educational and business communities to ascertain what the overall IT needs are, then work with educational and business staff as well as senior management to build a comprehensive support/needs plan in conjunction with available budget dollars.	Institute a meeting calendar for IT to insure consistent communication with all schools and business departments.	Annual meetings to plan for replacement and maintenance of hardware/software and programming needs for education and business tasks within the agency.	100% FY 09 100% FY 10 100% FY 11

4. **Goal:** Ensure that all K-12 institutions will be positively involved in collaboration and partnerships that are supportive of technology use and curricular integration.

District Objectives for Goal 4:

1. Continue to use and expand the district website as the Public Information Vehicle to the community.
2. ASB, ASD and PDSD will provide parent access via the web to gradebooks and course descriptions
3. Provide parent outreach on educational and assistive technologies
4. Increase use of Videophone services on campuses to encourage parent and district communication
5. Build awareness of assistive technologies for school districts (mainstream teachers and administrators) that participate in regional cooperatives
6. Build awareness of assistive technologies for state legislators

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1) Continue to use and expand the agency website as an accessible Public Information Vehicle to the community	1.1) Meet with administration to identify an individual or department responsible for the website to insure that it serves to effectively communicate with staff, parents and the community at-large	1.1) An individual or department will be identified who will be responsible for the website	1.1) 100% by November, 2008
	1.2) Redesign site to be accessible to all and a resource to parents, students, staff and community	1.2) Changes will be made to the agency website to insure W3C and Bobby approved accessibility. Resources and content will be analyzed and updated on a regular basis	1.2) Full W3C and Bobby-approved accessibility by January 2009
	1.3) Committee of teachers formed to recommend needs on agency website for educational technology	1.3) Space will be created on agency website for educational technology tutorials, resources, users' groups and teacher/student	1.3) 100% by July, 2009.

	tutorials, resources, users' groups and teacher/student interaction	interaction	
2) ASB, ASD and PDSD will continue to provide parent access via the internet to gradebooks, course descriptions, and teacher notes	2) PowerSchool will continue to allow parent access to teacher notes, gradebooks, and course descriptions.	2) PDSD, ASB and ASD parents will be offered annual training, instruction - via the agency website and mailings - on how to access information available through PowerSchool.	2) 100% of parents of campus students will annually receive information on how to access PowerSchool
3) Provide parent outreach on educational and assistive technologies	3.1) Parents will be offered increased resources via the Agency website on assistive and educational technologies used in classrooms 3.2) Parents will be offered trainings on the use of VI assistive technologies	3.1) The assistive and educational technology sections of the agency website will be updated and expanded to stay current with technologies used in programs 3.2) An annual training will be offered to parents on VI assistive technologies	3.1) An update to the assistive and educational technology sections will be completed by May of each year 3.2) At least one training per year on the Tucson campus will be offered to parents on VI assistive technologies
4) Increase use of Videophone services on campuses to encourage parent and district communication	4) Teachers and students will be able to communicate with hearing peers across significant distances through the use of videophones. Greater communication to enhance teaching and learning will be possible between the campus-based programs and the regions, as well as with school districts across the country	4) Increase the number of deaf classrooms on the Tucson and Phoenix campuses with videophone services installed.	4) 80% by May, 2011
5) Build awareness of assistive technologies for school districts (mainstream teachers and administrators) that participate in regional cooperatives	5) School districts (mainstream teachers and administrators) need to be aware of the assistive technologies used to provide access to the general curriculum for sensory-impaired students	5) A presentation will be made to Executive Councils of participating school districts outlining the use of assistive technologies by students served by the regional cooperatives	5) Yearly presentations to Executive Councils
6) Build awareness of assistive technologies for state legislators	6) State legislators need to be aware of the assistive technologies used to provide access to the general curriculum for sensory-impaired students	6) A report will be distributed to legislators (and placed on website) outlining the use of assistive technologies by students served by ASDB	6) Yearly updates to legislators

5. **Goal:** Ensure that all K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

District Objectives for Goal 5:

1. All students with sensory impairments will use technology to support academic success.
2. Students with sensory impairments will use assistive technology to increase access to the general curriculum and to improve literacy.
3. All students will be assessed for progress on the State of Arizona Technology Standards in Technology.
4. Students with Visual Impairments (VI) will be assessed for assistive technology needs

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1) All students with sensory impairments will use technology to support academic success.	1) Teachers at ASB, ASD, PDSD and the regional cooperatives, will incorporate assistive and educational technologies into lesson plans that are linked to state standards.	1) Supervisors will check and evaluate for evidence of classroom implementation of integrated technology and inclusion of the technology standards,	1) 100% of teachers will incorporate technology into 75% of lessons by May, 2009 - and henceforth for each school year.
2) Students with visual impairments will use assistive technology to increase access to the general curriculum and to improve literacy.	2) Teachers agency-wide will utilize assistive technologies to provide students with seamless access to the general curriculum and to improve literacy	2) Supervisors will check lesson plans and classroom implementation for evidence of integrated assistive technology and alignment to the standards	2) By May, 2009, 100% of VI teachers will incorporate assistive technologies for students who need to access curriculum in their classrooms- and henceforth for each school year
3) All students will be assessed for progress on the State of Arizona Technology Standards in Technology.	3) Technology teachers at ASB, ASD and PDSD will use the agency-developed technology checklist (based on the state standards).	3) All students in technology classes will be assessed on the agency-developed checklist - which will be administered once a year. The report will be kept in the student file	3) Students will be assessed yearly. will be evaluated with the checklist
4) Students with visual impairments (VI) will be assessed for assistive technology needs.	4) Teachers at ASB and in the regional cooperatives will administer the VI Assistive Technology assessment tool in order document student assistive technology needs.	4) The VI Assistive Technology assessment tool will be administered to VI students and kept in Student files. A re-assessment will take place along with the MET.	4) 100% of VI students at ASB and the regional cooperatives will have an assistive technology assessment by June, 2009. Re-

			evaluations will take place during the MET.

6. **Goal:** Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching/ and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool. (*Information technology initiatives will dramatically reduce the data collection burden on state and local officials by seamlessly collecting and disseminating performance information. Increased flexibility will be a core principle incorporated in all legislative proposals.)*

District Objectives for Goal 6:

1. The Technology Committee will monitor, review and revise the technology plan on a yearly basis.
2. Provide web-based database solutions, such as *PowerSchool* and agency-specific databases, to bring test scores, grades and other data to teacher and administrator desktops.
3. Agency data will be consolidated and overseen by the Accountability Office and the state SAIS reporting to the state will take place via *PowerSchool* and agency-specific database
4. Administer the NWEA Measures of Academic Progress (*MAP*) to all students at ASB, ASD and PDSD who take statewide *AIMS DPA*, *TerraNova* and High School *AIMS*. *MAP* is a computerized adaptive assessment program that provides educators with information they can use to improve teaching and learning.
5. Continue use of *e-IEP* for the IEP and MET process.
6. Continue the use of *Accelerated Reader* and *Accelerated Math*
7. Provide trainings on database solutions, *MAP*, *e-IEP*, *PowerSchool*, as well as *Accelerated Reader* and *Accelerated Math*

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1) The Technology Committee will monitor, review and revise the technology plan on a yearly basis	1) Committee members will meet and/or communicate via email at least twice a year to monitor, review and revise plan	1) Meetings and email correspondence are documented with minutes attendance rosters	1) 100% - each school year
2) Provide web-based database solutions, such as *PowerSchool* and agency-specific databases, to bring test scores, grades and other data to teacher and administrator desktops.	2.1) *PowerSchool* with the *PowerTeacher* web-based gradebook, will be upgraded to a new version starting July, 2008 and will be on ASDB server for the first time. *PowerSchool* is the student database system used for PDSD, ASD, ASB and Phoenix Blind and Deaf Preschools. 2.2) Databases will be enhanced and developed to accommodate the special needs of the agency and the regional cooperatives	2.1) The server housing *PowerSchool* at ASDB will be fully operational by July, 2008. 2.2) Other existing databases and new databases will be linked to *PowerSchool*	2.1) By July, 2008 – PowerSchool on the agency server, is 100% implemented on the Phoenix and Tucson campuses. 2.2) 100% by May, 2011

3) Agency data will be consolidated and overseen by the Accountability Office; SAIS reporting to the state will take place via *PowerSchool* and agency-specific database. All other reporting will also take place through the Accountability office.	3) In order to monitor and maintain data integrity, the Accountability office will oversee data processes and be responsible for SAIS reporting. All other reporting will be overseen by the Accountability office.	3) Accountability will work with the Superintendent and all other departments to achieve a centralized data processes	3) 100% by May, 2010
4) Administer the NWEA Measures of Academic Progress (*MAP*) to all students at ASB, ASD and PDSD who take statewide *AIMS DPA*, *TerraNova* and High School *AIMS*. *MAP* is a computerized adaptive assessment program that provides educators with information they can use to improve teaching and learning	4) As an agency-wide test, the *MAP* assessment will provide continuous data on student progress. Adaptive and assistive technology will be used in conjunction with the test in order to provide access to students with visual impairments.	4) ASB, ASD and PDSD students who take the *AIMS DPA*, *TerraNova* and *High School AIMS* tests, will participate in the agency-wide *MAP* assessment twice a year. Teachers and administrators will be trained to administer the test and interpret data.	4.1) Twice yearly, 100% of students in ASB, ASD and PDSD who take the AIMS DPA, TerraNova and High School AIMS tests, will have taken the *MAP*. 4,2) Yearly, 100% of teachers and administrators who will administer the test will be trained to interpret data and give the test.
5) Continue use of *e-IEP* for the IEP and MET process.	5) The use of *e-IEP* has improved the IEP process and facilitated data-collection for special-needs students	5) The progress of all campus-based students will be monitored and recorded through the use of *e-IEP*	5) Yearly, 100% of students in the campus programs will have IEP's and MET's completed on e-IEP
6) Continue the use of *Accelerated Reader* and *Accelerated Math*	6) *Accelerated Reader* and *Accelerated Math* have proven invaluable for building reading and literacy skills	6.1) ASDB students who are eligible will continue to participate in the *Accelerated Reader* and *Accelerated Math* programs 6.2) Tucson campus will begin to use *Accelerated Math*, to be fully implemented by July 2010.	6.1) Yearly, 100% of eligible students at the campus-based programs will use *Accelerated Reader* and *Accelerated Math* (PDSD) 6.2) By July, 2010, 100% of Tucson campus students who are eligible will use Accelerated Math
7) Provide trainings on database solutions, *MAP*, *e-IEP*, *PowerSchool*, as well as *Accelerated Reader* and *Accelerated Math*	7) The use of on-line testing, an on-line IEP program, and a consolidated school management system at ASDB has made the collection of educational data more efficient and useful	7) Teachers and administrators will be trained to use the testing and database systems and to interpret data	7) Yearly, 100% of teachers and administrators who use database solutions, *e-IEP*, *PowerSchool*, as well as *Accelerated*

			Reader and *Accelerated Math,* will be trained to use the systems and to interpret data

Goal 1 through Goal 6 to address how you will evaluate the goals you select. E-Rate requires that mid-course evaluation of program goals be done each year and this table meets that requirement.

Tech Plan Goals	**Evaluation Question(s)**	**Evaluation Strategies**	**Evaluation Check Points for mid-course corrections.**
1) Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum by December 2006.	-How will technology improve academic success and how will that success be measured? -What innovative strategies will be used to deliver curricula and distance learning? -How will the agency improve literacy for students with sensory impairments? - Are all objectives being met?	-Standardized tests: *AIMS, TerraNova, MAP* -Data will be kept on technology purchases and their relationship to increases in academic progress and test scores -Funding sources for technology identified and utilized. -NIMAC and other digital media resources identified and used -Examine and report on all objectives	Twice Yearly Ed. Tech Plan meetings
2) Ensure that quality teachers, staff, and administrators are involved in Arizona educational institutions and that they are proficient in the use and integration of technology through professional development activities.	-How will teachers be trained to integrate technology into curricula? -Will teachers have the resources necessary to keep up with current assistive technologies? - Are all objectives being met?	-Keep data on all technology trainings given to staff. -Offer multiple resources for teachers to access information and lesson plans in order to more effectively integrate technology into the classroom. - Examine and report on all objectives	Twice Yearly Ed. Tech Plan meetings
3) Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations	-Does the Agency infrastructure effectively serve students, teachers and staff? -Is there a replacement and repair plan to ensure that students have access to current technology? - Are all objectives being met?	-All infrastructure goals will be accomplished, 100%. Data charted. -All new facilities will include the needed infrastructure in the design. - Examine and report on all objectives	Twice Yearly Ed. Tech Plan meetings
4) Ensure that all K-12 institutions will be positively involved in collaboration and partnerships that are supportive of technology use and curricular integration.	- Does the Agency website effectively communicate information to the community and parents? -Do parents have online access to student grades? -How is the Agency enhancing access for students and staff with sensory impairments? - Does the agency reach out across geographic distances to share resources? - Are all objectives being met?	- All website planning goals and objectives will be met. - *PowerSchool* will be fully implemented on Agency server - *eIEP* will be fully implemented. - Videophone services more fully implemented and used to increase communication options - Examine and report on all objectives	Twice Yearly Ed. Tech Plan meetings
5) Ensure that all K-12 resources are available for all students, regardless of race, ethnicity,	- Is the Agency website fully accessible? - Does the agency ensure that all	- Evaluate website for accessibility. - Redesign website to be	Twice Yearly Ed. Tech Plan meetings

income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential	students with sensory impairments have equal access to the general curriculum through the use of assistive technologies? - Does the agency have an effective assessment procedure for assessing student needs in technology and assistive technology? - Are all objectives being met?	accessible to all and a resource to parents, students, staff and community. Report produced. - Fund assistive technologies and training to provide access - Examine and report on all objectives	
6) Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching/ and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool	- How will the Agency utilize on-line testing and assessment to gauge student progress and relate that progress to specific curriculum? - How can teachers and staff more easily access information to improve teaching? - Are all objectives being met?	-Adhere to Educational Technology meeting schedule -Implement the *MAP* test at site-based schools - PowerSchool will be fully implemented on Agency server - Examine and report on all objectives	Twice Yearly Ed. Tech Plan meetings

7. **Goal:** Develop a schema of current and future financing requirements to support the LEA's Technology Plan. (*The national strategic plan focuses on performance. It states in unambiguous language the measurable goals and objectives the department intends to achieve. It creates the base of an accountability system for the State and all LEAs, as it works to imbue accountability throughout the nation's education system.)*

1. Initiate partnerships with private foundations for technology funding support or subsidy.
2. Develop a maintenance and replacement plan for funding hardware, software and assistive technologies over the next five years.
3. Continue to utilize Title II D monies as they are available.
4. To apply for annual E-Rate funding,
5. To allocate a yearly determined amount of M & O budget to support technology plan and purchases for the district as an ongoing revenue stream

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1) Initiate partnerships with private foundations for technology funding support or subsidy	Seek outside funding from grants, private foundations, and private endowments and contributors. Develop a grant-writing committee to seek, submit and secure grants to support technology in the agency.	Funding is secured and tracked by amount sought; amount received; amount denied.	100% yearly Each school year
2) Develop a maintenance and replacement plan for funding hardware, software and assistive technologies over the next five years.	The Assistant Superintendent of Curriculum and Instruction, along with Directors and Principals of the regional cooperatives, ASB, ASD and PDSD, will meet with the Educational Technology and Informational Technology Coordinators to suggest future needs	Educational Technology and Informational Technology Coordinators will develop plan.	Maintenance and replacement plan through May, 2013 will be 100% completed by June, 2009.

3) Continue to utilize Title II D monies as they are available	Prepare an annual Title II D expenditure budget which complies with NCLB Title II D district plan	Title II D monies are expended by end-of- year date annually and purchases comply with district NCLB objectives.	100% Each school year
4) To apply for annual E-Rate funding	Complete E-Rate application by January 15th annually	To continue to apply for annual E-RATE funding	100% Each school year
5) To allocate a yearly determined amount of M & O budget to support technology plan and purchases for the district as an ongoing revenue stream	Determine the annual amounts for campuses	Annual M & O budget is supported by district contributions/approval of annual amount.	Submit budget requests to the Superintendent by September 1st of each budget year.

STRATEGIES FOR FINANCING TECHNOLOGY

In this section, provide information as to how the LEA will fund the goals, objectives, and strategies detailed in the previous sections in the first table. In the second table, provide information of when the supporting resources will be acquired.

Supporting Resources:

Things to consider:

- *What supporting resources and services do you already have available that effectively leverage and expand your technology investment? Where are the gaps?*
- *What untapped community resources are available that can provide hands-on support of technology-enhanced learning? For example, are there local institutions of higher education that can help investigate alignment of proven practices for technology integration and the methods used at your school or district?*
- *Does your school or district expect and provide the structures that encourage technology and curriculum coordinators to plan together so that software, services, and resource acquisition link directly to current curriculum priorities? Are there particular supporting resources that can assist in this sort of ongoing collaboration?*

Source	Amount	Period Available	Status	Purpose and Restrictions
E-rate	Pending	Applied for Annually	Pending	Provides for Telecommunications costs, ISP costs, and internet connectivity.
HOVRS	Donation, Matching	Annual	Ongoing	Provides hardware and software for Hands-On Video Conferencing at agency locations across the state
IDEAL (Integrated Data to Enhance Arizona's Learning website)	Free to Schools	Annual	Ongoing	Provides technology skills assessment tool for teacher and course work to build technology skills
Arizona Blind And Deaf Children's Foundation	Grants	Annual	Ongoing	Provides technology Specific to special Projects
Talking Book Library	Free to students With visual Impairments	Ongoing	Ongoing	Provides audio Books and players to enhance curriculum
NLS – Library of Congress	Free to students With visual Impairments	Ongoing	Ongoing	Provides downloadable books in e-text and Braille

Vocational Rehabilitation	Staff Members Salaries and Benefits to our VR Eligible Children $ 50,000.00	Annual	Annual	Staff Members provide direct oversight to our VR eligible children – through Metro Tech and Phoenix Day School

Use the following table to describe the supporting resources for the technologies to be acquired that the agency plans to use during each year of the plan.

	Year 1	Year 2	Year 3
Connectivity/Infrastructure	M&O	M&O	M&O
Hardware	M&O, Trust Funds, Talking Book Library, APH, HOVRS Cooperative Fund	M&O, Trust Funds, Talking Book Library, APH, HOVRS, Cooperative Fund	M&O, Trust Funds, Talking Book Library, APH, HOVRS Cooperative Fund
Software	M&O, Talking Book Library, NLS, Learning Station ASP, Trust Funds, Cooperative Fund	M&O, Talking Book Library, NLS, Learning Station ASP, Trust Funds, Cooperative Fund	M&O, Talking Book Library, NLS, Learning Station ASP, Trust Funds, Cooperative Fund
Interoperability	M&O, Talking Book Library, Learning Station ASP, HOVRS, Cooperative Fund	M&O, Talking Book Library, Learning Station ASP, HOVRS, Cooperative Fund	M&O, Talking Book Library, Learning Station ASP, HOVRS, Cooperative Fund
Curriculum Integration	M& O, IDEAL, Talking Book Library, Prop 301 (training), Cooperative Fund	M& O, IDEAL, Talking Book Library, Prop 301 (training), Cooperative Fund	M& O, IDEAL, Talking Book Library, Prop 301 (training), Cooperative Fund
Evaluation	M&O, IDEAL, Prop 301 (evaluation of staff training only), Cooperative Fund	M&O, IDEAL, Prop 301 (evaluation of staff training only), Cooperative Fund	M&O, IDEAL, Prop 301 (evaluation of staff training only), Cooperative Fund
Professional Development	Prop 301, IDEAL	Prop 301, IDEAL	Prop 301, IDEAL
Technical Assistance	M&O, IDEAL	M&O, IDEAL	M&O, IDEAL
Support and Maintenance	M&O	M&O	M&O
Training/Conferences	Prop 301	Prop 301	Prop 301

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY **YEAR 2009***

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

1. List the technologies and professional development opportunities to be acquired during each year of the agency's plan.

   Note: At least 25% of the funds allocated to an LEA through the *ED Tech Program*, must be allocated for professional development activities.

2. Choose ONLY those technologies and professional development opportunities for which the agency has reasonable expectations of funding through local; state or community resources and that are not solely dependent on monies provided by the *Ed Tech Program*.

3. Place the cost of these technologies and professional development opportunities in the appropriate column(s) from which the agency intends to take the funds.

4. Remember to transfer the items listed in column one (Acquired Technologies) and column two (*Ed Tech* Cost) to ADE Form 9702 and the Budget Components Report pages in the Application.

Acquired Technologies And Professional Development	M&O *Critical Needs	CO-OP FUND	PROP 301	PROP 202	APH	VOC REHAB	Federal	NON FED	Trust Fund
M&O Admin Technology Staff – Payroll and ERE	136,044 64,533					38,000 12,000			
M&O CTE Technology Student Support Services Payroll and ERE	388,235 139,764								
Staff Development			65,000		20,000				
Technology Hardware	120,000	50,000					5,000	10,000	9,000
Technology Software	100,000	5,000					5,000		3,000
Other Student Devices									
Warranties, Licenses	40,000								
Assistive Technology * Critical Needs - $ 189,500	258,000	65,000		50,000				10,000	
Audio – Testing Equipment	1,000	40,000					30,000		
TOTAL	1,247,576	160,000	65,000	50,000	20,000	50,000	40,000	20,000	12,000

***Estimates based on SY 2007-08 and proposed funds**

ANNUAL BUDGET SUMMARY - Year 2 **YEAR 2010***

Acquired Technologies And Professional Development	M&O *Critical Needs	CO-OP FUND	PROP 301	PROP 202	APH	VOC REHAB	Federal	NON FED	Trust Fund
M&O Admin Technology Staff – Payroll and ERE	136,044 64,533					38,000 12,000			
M&O CTE Technology Student Support Services Payroll and ERE	388,235 139,764								
Staff Development			65,000		20,000				
Technology Hardware	120,000	50,000					5,000	10,000	9,000
Technology Software	100,000	5,000					5,000		3,000
Other Student Devices									
Warranties, Licenses	40,000								
Assistive Technology * Critical Needs - $ 189,500	258,000	65,000		50,000				10,000	
Audio – Testing Equipment	1,000	40,000					30,000		
TOTAL	1,247,576	160,000	65,000	50,000	20,000	50,000	40,000	20,000	12,000

***Estimates based on SY 2007-08 and proposed funds**

ANNUAL BUDGET SUMMARY - Year 3 **YEAR 2011***

Acquired Technologies And Professional Development	M&O *Critical Needs	CO-OP FUND	PROP 301	PROP 202	APH	VOC REHAB	Federal	NON FED	Trust Fund
M&O Admin Technology Staff – Payroll and ERE	136,044 64,533					38,000 12,000			
M&O CTE Technology Student Support Services Payroll and ERE	388,235 139,764								
Staff Development			65,000		20,000				
Technology Hardware	120,000	50,000					5,000	10,000	9,000
Technology Software	100,000	5,000					5,000		3,000
Other Student Devices									
Warranties, Licenses	40,000								
Assistive Technology * Critical Needs - $ 189,500	258,000	65,000		50,000				10,000	
Audio – Testing Equipment	1,000	40,000					30,000		
TOTAL	1,247,576	160,000	65,000	50,000	20,000	50,000	40,000	20,000	12,000

***Estimates based on SY 2007-08 and proposed funds**

ACCOUNTABILITY AND EVIDENCE OF ACCOMPLISHMENTS

List the people and activities developed to monitor progress and accountability in implementing the technology plan.

Things to consider:

- *What set of evaluation questions will most effectively yield answers to whether and how your district needs were addressed through funding provided by the grant?*
- *What evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) will most effectively provide the data needed to address your evaluation questions?*
- *When addressing accountability measures, what is the quality, reach, and impact of your project's work?*

Question	Strategies/Activities	Expected Impact
Do teachers have the technology knowledge-base necessary to infuse technology into the curriculum?	Trainings on specific technologies, IDEAL classes, supervision of technology integration into curriculum	Teachers will be able to use technology with their students across the curriculum
Can our students be computer literate by 8th grade?	Student skills checklist implemented	Students will show progress on the AZ State Standards on technology, as documented on the technology checklist
Can we provide our students with the necessary assistive technology and training so they can access the general curriculum?	Assistive technology funding obtained; Assistive technology checklist aligned with state standards implemented; Assessment tools developed and implemented	Students with sensory impairments will have the same access to the general curriculum as students without sensory impairments; Test scores and performance measures will show improvement
How will we afford to replace/upgrade equipment when it becomes necessary?	Annual replacement and maintenance plan will be developed All possible funding sources will be explored and applied for	A plan will be in place to replace and add technology for students
With limited technology staff resources, how can we ensure teachers have the technology support they need?	Teacher/technology staff teaming Peer coaching system	A peer coaching system will be in place. Teachers will know where to go for technology assistance
How do we increase communication between geographically distant areas of the Agency?	HOVRS, infrastructure improvements, Cell Phones, Blackberries	Students and staff will have more opportunities to communicate with colleagues, families and community members across the state to increase student achievement
Do parents have knowledge of the assistive technology needed/used by their students at school?	Parent training Website information	Parents will know what, where and how to assist their own children with assistive technology in the home

Position	Person Responsible	Activity
Supervising Teacher Educational Technology Plan and Assistive Technology - Coordination	Samuel Ace	Works with Principals, Directors, Superintendent and Assistant Superintendent to coordinate educational and assistive technologies; Works with Staff Development Specialist technology-related professional development; Works with Information Technology Coordinator to provide software and hardware to students; Works with teachers, parents and students to coordinate educational and assistive technology on the Tucson Campus; Oversees Educational Technology Plan
Technology Committee	All	Reviews and revises technology plan; reports back to represented constituency; represents constituency's interests; monitors implementation of plan
Information Technology Coordinator	Ray Mosely	Administers Agency infrastructure and business applications; Oversees informational technology staff
Assistant Superintendent of Curriculum and Instruction	Robert Hill	Facilitates curriculum planning, oversees Principals and Directors of site-based schools and Regional Cooperatives
Staff Development Specialist	Linda Gonzalez	Coordinates staff development activities
Technology, Library and Media Specialist, PDSD	Lori Elliott	Oversees technology on Phoenix Campus, Blackberries, Cell phones – Agency
Site-based Technology Teachers	All	Implement technology curriculum at site-based schools
Site-based teacher mentors	All	Train teachers in educational and assistive technologies
Principals	Dorinda Rife, Sue Hunter, Bradley Knudson	Oversee lesson plans, technology integration, site-based programs
Directors, Regional Cooperatives	All	Oversee lesson plans, technology integration for students served in local school districts
Accountability Specialist	Lisa Jackson	Oversees Agency's standardized testing programs and data reporting functions (including PowerSchool, eIEP

COORDINATION AND ALIGNMENT OF LOCAL FUNDS

In this section, describe how your district/charter coordinates or aligns the other federal, state and local funds and with district/charter consolidated plans and/or individual schools' School Improvement Plans.

The Arizona State Schools for the Deaf and the Blind coordinates the expenditures of funds based upon the needs of the overall education program needs and individual student needs on a statewide basis. Technology and equipment needs are met through a variety of funding sources. ASDB's budget is approved on an annual basis by the Legislature. Other funds coming to the Agency are through state and federal flow through dollars such as NCLB and IDEA Basic. All funds are identified to determine use based upon federal and state guidelines. Usage for technology is based upon these guidelines and needs identified for carrying out educational programs.

The School Improvement and Self Study Plans for the Agency include a component for technology as it plays such a vital role for our students. In order for our students to access the general education curriculum on an equal basis to their non-disabled peers, they must have technology become a part of the educational process on a daily basis. Through these plans, technology needs are anticipated and incorporated in to our provision of services to deaf and blind students served through an ASDB Program.

TECHNOLOGY PLAN RESOURCES

Websites in Support of Arizona's Technology Plan and Resources to Assist with Completing a Technology Plan

Arizona Department of Education, Technology Support
http://www.ade.az.gov/technology/

Research based results to be shared during the course of the plan's implementation
http://www.ed.gov/nclb/research/

RTC tech planning and support
http://www.sansimon.k12.az.us/tech_info.htm

Regional Training Centers
http://www.ade.state.az.us/rtc/

Arizona Department of Education, Technology Curriculum
http://www.ade.state.az.us/state_tests_acad_stds.asp

Nov 26, 2001 Accountability Program
http://www.ade.state.az.us/services/pio/press-releases/2001/pr11-26-01.asp

March 7, 2002 Accountability Report
http://www.ade.state.az.us/services/pio/press-releases/2002/pr3-07-02.asp

Arizona School Facilities Board (standards for infrastructure, hardware and software)
http://www.sfb.state.az.us/sfbmain/core_home.asp

Arizona Education and Technology Alliance (professional association)
http://www.aztea.org

Arizona Educational Media Association (professional association)
Arizona Association of School Business Officials
http://www.asbointl.org/

Arizona K-12 Center Administrative Grant
http://www.sfb.state.az.us/sfb/sfbdoc/announcements/AzK12_brochure.pdf

COPI reference to support for mentor model
http://www.seattleschools.org/area/it/studies.xml

Evaluation and Research of Educational Technology -
http://www.ed.gov/technology/evaluation.html

South East Initiatives Regional Technology in Education Consortium
http://www.seirtec.org/

ISTE International Society for Technology in Education
http://www.iste.org

NOTE: For information on developing an acceptable use policy, visit
http://www.netc.org/tech_plans/aup.html